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AUTHOR	Wagenheim, Kal
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ABSTRACT

On April 3, 1973, the New Jersey Supreme Court declared that the current method of financing the state's public school system violates the requirement of the New Jersey constitution that: The legislature shall provide for the maintenance and support of a thorough and efficient system of free and public schools for the instruction of all children in this state between the ages of five and 18 years. In this document, the Puerto Rican Consortium For a Thorough and Efficient Education presents the views of New Jersey's Puerto Rican community on the issue of a "thorough and efficient" education. This document lists priorities which are viewed as essential if children of Puerto Rican birth or parentage in New Jersey are to receive a "thorough and efficient" education. Among the priorities are: (1) Allocation of public school funds based on needs. (2) Establishment of bilingual/bicultural programs for all children whose English-language deficiency prevents them from effectively taking part in the learning process. (3) Affirmative action to recruit and train Puerto Rican and other Hispanic personnel for professional positions in teaching and related support services. The views in this document were solicited at conferences and public meetings, in "man on the street" public polls, and by requesting written studies and position papers from professionals engaged in studies of education. (Author/JM)

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"THOROUGH AND EFFICIENT" PUBLIC SCHOOL EDUCATION FOR PUERTO RICAN CHILDREN IN NEW JERSEY

Prepared by:

Puerto Rican Consortium
for a Thorough and
Efficient Education

786 Broad Street,
Newark, N. J. 07102

Telephone 642 9080

(Made possible by a grant from the Office of Program Development,
New Jersey State Department of Education).

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PUERTO RICAN CONSORTIUM

--For a Thorough and Efficient Education--

Organizations

Aspira, Inc. of New Jersey
Mrs. Evelly McDonnell
Program Director
786 Broad Street
Newark, New Jersey

Puerto Rican Congress of New Jersey
Rev. Alfonso Roman
Executive Director
223 West State Street
Trenton, New Jersey

P.A.C.E.E.D.
Mr. Alvin Vargas
Executive Director
719 Elizabeth Avenue
Elizabeth, New Jersey

F.O.C.U.S.
Mr. John Rosario
Chairman of the Board
443 Broad Street
Newark, New Jersey

U. Y. E., Incorporated
Mr. Carmen Rivera
Executive Director
58 Spruce Street
Newark, New Jersey

I. I. I. N.
Mr. Art Thomas
Executive Director
97 / 18th Avenue
Newark, New Jersey

New Jersey Education Reform Project
Greater Newark Urban Coalition, Incorporated
Mr. Richard Roper
Director
24 Commerce Street
Newark, New Jersey

Individuals

Mr. Louis M. Martinez, Principal
Dr. William Monroe School
3rd and Elmer Streets
Vineland, New Jersey

Dr. Fernando Bonilla
Bilingual Coordinator
Vineland Board of Education
106 Landis Avenue
Vineland, New Jersey

Mrs. Rosa Acosta
Administrator of Bilingual Program
Newark Board of Education
2 Cedar Street
Newark, New Jersey

Mrs. Trinidad Gonnalez
Puerto Rican Legal Defense and Education Fund
815 Second Avenue
New York, New York

Mrs. Maria Del Castro Blake
Department of Community Education
Rutgers Newark
18 Washington Place
Newark, New Jersey

Mr. Diego Castellanos
Bureau of Bilingual Education
State Department of Education
225 West State Street
Trenton, New Jersey

Mr. Jorge Acevedo
Bilingual Program
Board of Education
Elizabeth, New Jersey

Mr. Arnaldo E. Forte
C. A. P.
57 Main Street
Hackensack, New Jersey

Mrs. Dorothy Ortiz de Logrosko
Assistant Professor
Douglass College
New Brunswick, New Jersey

Mrs. Marina Berkowitz
State Department of Education
Equal Education Opportunity
225 West State Street
Trenton, New Jersey

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A "THOROUGH AND EFFICIENT" EDUCATION

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What is a "thorough and efficient" education?

Ever since the New Jersey Supreme Court mandated that the legislature should address this issue, we have seen numerous attempts to define "thorough and efficient."

The legislature's Joint Education Committee reported in June 1974 that a "thorough and efficient" system of free public schools should "provide all children in New Jersey, regardless of socio-economic status or geographic location, the educational opportunity which will prepare them to function politically, economically and socially in a democratic society to the extent of their individual talents and abilities."

Dr. Gordon Ascher, acting deputy education commissioner, put it more succinctly, saying: "a thorough and efficient system of education provides *means*, according to *needs*, for the efficient achievement of stated *outcomes*." (our italics)

The New Jersey Education Reform Project of the Greater Newark Urban Coalition states that the goals of a "thorough and efficient" education should be:

> That no group of children, distinguishable by race, sex, locality, ethnic background, religion or economic status, shall consistently perform below the state average on measurements of specific skills or characteristics.*

The Puerto Rican community agrees with these objectives (particularly with the need to measure achievements). But we believe it would be useful to see how these goals are articulated by Puerto Ricans themselves.

A survey was taken of New Jersey's Puerto Rican residents by the Puerto Rican Congress. Respondents were asked to rank 21 "educational goals" in order of importance, and then to evaluate the performance of the public school system in achieving these goals. The complete list is contained in the appendix (See Table 11), but here are the first 6 of the 21 priorities, all of which were subscribed to by 80 percent or more of the persons polled:

Priority	Goal	Performance by the Schools
1	Gain a general education	5
2	Get along with people with whom we live and work	6
3	Good character and self-respect	7
4	Develop skills in reading, writing, speaking and listening in English	3
5	Understand and appreciate Puerto Rican culture	20
6	Develop skills in reading, writing, speaking and listening in Spanish	21

* The specific skills or characteristics that should be measured, according to the New Jersey Education Reform Project, are: reading comprehension, computational skills, mathematical comprehension, spoken comprehension, written comprehension, listening comprehension, decision-making, recall, self concept and drop-out rate.

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As we can see, these goals are both practical and eminently humanistic. But there is a marked disparity between what the Puerto Rican people want and the type of education being delivered. The 5th highest priority (supported by more than 80 percent of those surveyed) is to understand and appreciate their own culture. Yet, the public schools, as they perceive it, rank this item next-to-last in a series of 21 items. The 6th highest goal is to develop skills in Spanish. Yet the public schools rank last in efficiency in satisfying this need.

In the words of Doctor Ascher, are the schools responding to the "needs" or "stated outcomes" of the Puerto Ricans in New Jersey? Obviously not.

We are not discussing here the problem of a tiny minority whose needs are being overlooked. According to the United States Department of Health, Education and Welfare, at least 30 New Jersey school districts have significant Spanish-speaking populations (5 percent or more of the total population).*

More than half the people in West New York, Union City and Hoboken are Spanish-speaking. Nearly half of those in Perth Amboy are Spanish-speaking. Roughly 1 of every 5 persons in school districts such as Dover, Vineland, Elizabeth, Paterson, Weehawken, Passaic and Woodbine is Spanish-speaking. In Newark, Camden and Jersey City, the ratio is about 1 in 6.

Based on such data, it is clear that the present system of monolingual/monocultural education is not only deficient in the pedagogical sense, but it is also undemocratic.

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* The HEW figures count only Puerto Ricans and Cubans, and do not include Spanish-speakers from Latin America, or Spain.

PRIORITY NO. 1:

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A "NEEDS" APPROACH TO FINANCING EDUCATION

In discussing the issue of financing New Jersey's public schools, we must first ask ourselves: what is the cost of not providing a "thorough and efficient" education for our children?

What is the long-range financial cost in terms of unemployment and welfare payments, losses from crime and vandalism, and expensive "rehabilitation" programs? What is the financial cost in reduced revenues from income tax, based on the higher salaries that could be earned by a well-trained labor force? What is the social cost in terms of human misery?

Money alone cannot guarantee a "thorough and efficient" education. But without adequate funding, even the best-conceived programs are doomed to failure.

Without adequate funding, we cannot rebuild schools in decaying cities such as Paterson (where buildings erected in the 1880's do not meet state standards for lighting and safety equipment). We cannot offer needed training programs in Camden (where 287 of 945 teachers have substandard teaching certificates). We cannot remedy such crises as we find in Jersey City, where first grade students took tests and were found to be at the "national norm," but by the 7th grade fell below the "national norm."

For these reasons, we support the stand of the NJEA and other groups that statewide improvements must be made in physical plant facilities, in materials and equipment, and in limiting student-teacher ratios to levels that permit maximum individual attention to students.

Allocation of Funds

Merely increasing the budget for public school education, however, will not remedy the state's crisis, unless funds are allocated on the basis of needs.

The State Supreme Court, for example, has recognized the "need for additional dollar input to equip classes of disadvantaged children for equal educational opportunity." Indeed, the entire thrust of the lawsuit which brought to light the issue of "thorough and efficient" was that funds are not now being allocated on the basis of need.

Which brings us to the question of "weighting." The most widely discussed formula for "weighting" allocations of school funds is to provide higher amounts of money per pupil at the junior high level, and even higher amounts in senior high school (with some additional "weighting" added for factors such as children from welfare families, or for children with language or other learning handicaps).

The Puerto Rican community disagrees with this system of financial "weighting," because it ignores the real needs of our children. It is not only prejudicial to Puerto Ricans, but to all groups, because it will reinforce a sense of elitism in New Jersey.

As stated before, we are a very young community. More than 65,000 of the 135,000 Puerto Ricans in New Jersey are under age 18. About one-third of our children under age 18 are under 5 years old. About 7 percent of our children under age 18 are under 1 year old, while only 3.7 percent are 18 years old. (See Table 12) If we truly believe in the democratic principle that each child is as important as every other child, we should first take into account the relative population "weight" of each age group in the Puerto Rican community. According to the 1970 census, Puerto Rican youngsters in New Jersey were divided by age as follows:

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Age Group	Number of Children
Under age 5	21,940
Age 5-9	20,258
Age 10-14	16,061
Age 15-18	10,158

As we can see, the bulk of our children are at pre-school or primary school ages. Both in real and relative terms, we feel that it is crucial to devote maximum resources to the pre-kinder and primary grades.

Based on a "needs" approach, we see that Puerto Rican children are "hurting" at both the entry level and in the upper grades. Comparative enrollment figures are as follows:

Age Groups	% Enrollment of: Whites	Blacks	Puerto Ricans
5-6	81.0	79.0	69.0
7-13	98.0	96.0	93.0
14-15	97.0	93.0	90.0
16-17	92.0	84.0	71.0

How can Puerto Ricans support a system of "weighting" that favors junior and senior high school students, when more than one-fourth of our children have already dropped out, due to inadequate attention in the earlier grades?

There is abundant scientific data available to prove that the earliest years of a child's life are most crucial in his or her formation. If there is to be a system of "weighting" by grade level, common sense dictates that greater emphasis should be given to the pre-kinder and primary grades, where it is still possible to rescue our children from dropping out.

Any other system, we feel, violates the spirit of "thorough and efficient" and is unconstitutional. We shall challenge vigorously in the courts any system of "weighting" that favors junior and high school students at the expense of those in the earlier grades. We feel confident that the courts will recognize the common sense basis of our argument.

(Another aspect of proper allocation of funds, based on a "needs" approach, is discussed in the section devoted to "Priority No. 5" concerning measurement of students' aptitudes and achievement.)

PRIORITY NO. 2:

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ESTABLISHMENT OF BILINGUAL/BICULTURAL PROGRAMS

Discussions of bilingual/bicultural education should not be confined to the Puerto Rican or Spanish-speaking residents of New Jersey.

More than 2½ million of New Jersey's residents are foreign-born or of foreign parentage (perhaps an even larger amount are third and fourth-generation "ethnics"). More than 1.2 million New Jerseyans (almost 17 per cent) speak a mother tongue other than English.

This includes more than 500,000 persons whose mother tongue is Italian, 214,000 whose mother tongue is Polish, 208,500 German, 118,000 Yiddish, and many thousands of others who speak French, Russian, Portuguese and numerous other languages. (See Table 13)

We believe it is a meaningful coincidence that 1.28 million New Jerseyans are poor or near-poor (in comparison with 1.2 million whose mother tongue is not English), and that 956,800 of those at the lowest end of the economic ladder are whites. There is, we believe, a strong possibility that many (if not most) of the poor or near-poor whites are "ethnic Americans," whose upward socio-economic mobility has been hampered by problems of language and cultural adjustment.

We believe that such facts should be considered by those "ethnic Americans" who enjoy middle-class status and--with reference to Hispanics and other minorities--say: "We suffered and made it, why can't they?"

How many, indeed, of those "ethnic Americans" have had the good fortune to "make it"? How many have had their goals frustrated by a society, and a school system, that functions on the basis of "sink or swim," and forces them to discard their native language and heritage? How many more of these "ethnic Americans" could have "made it" had the public schools offered them an education that took into account their special language and cultural needs?

To those who say: "We suffered and made it, why can't they?" we respond: "There must be a better way." Based on the philosophy of those who insist that all newcomers to the United States should suffer the painful process of acculturation, we could make a good case for eliminating the Salk vaccine. After all, thousands of adults are alive today, without benefit of immunization against polio. Why not eliminate Social Security pensions, unemployment benefits, unions? After all, many of our forefathers did without such "luxuries."

We say that those Americans who did without advances in medicine, health and social justice paid too high a price. We refuse to force our children to pay that price. The public school system of New Jersey must be one that responds to changing needs, to better ways of achieving people's goals.

We Puerto Ricans believe that our American society is not a "melting pot," but a conglomeration of cultural communities. Our schools must reflect this cultural pluralism. This is no call for separatism. We believe that all Americans should live in harmony, should share national goals, standards and allegiances, but from within the spheres of their own native heritage, which adds meaning and richness to their lives.

Place of Birth as a Factor

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Perhaps the most compelling evidence that language and cultural heritage affect socio-economic mobility is the fact that Puerto Ricans born on the United States mainland are doing better than migrants born on the island.

United States-born Puerto Ricans earn more money, are less likely to be unemployed, on poor, or on welfare, and live in better housing. Almost 10 percent are employed in professional or technical jobs, compared with only 3 percent of migrants. (See Table 14)

United States-born Puerto Ricans have a median of 11.1 years of education (close to the national average, compared with 8.1 years for migrants; more than 40 percent of United States-born Puerto Ricans have graduated from high school, compared with 20 percent of the migrants. (See Table 15)

In New Jersey's public schools, at every level, Puerto Rican children born in the United States have higher enrollments than Puerto Rican migrant children living here. For example, more than 80 percent of the United States-born males, age 14-17, are still in school, compared with only 75 percent of the migrant males. At age 18-24 (the college years) more than 27 percent of the United States-born males are enrolled in school, compared with only 10 percent of the migrant males. (See Table 16)

How can we account for such disparities? Here are two groups of children from the same national ethnic group: 15,361 born in Puerto Rico and 26,274 born in the United States - with different levels of achievement. Obviously, cultural and linguistic barriers hamper the success of the migrant children.

There is a growing body of evidence. A study of Puerto Ricans in Vineland, New Jersey * shows that "the more recently a family has arrived in Vineland, the greater the rate of school dropouts." Three heads of households arriving since 1964 had 36.1 percent of their children drop out from school. Those arriving between 1956 and 1963 had an 18.4 percent dropout figure. The most prevalent reason given by the children for dropping out was that their school was "not made interesting." Another study concludes that relatively few Puerto Ricans are in high school because the schools have avoided their language, and they begin to view their native Spanish as a "liability."** Another study warns that the schools, in ignoring Spanish, cut off major communications with children, and by rejecting what the child is, encourage them to become insecure, introverted, or aggressive and antisocial."***

The Puerto Rican Congress surveyed 10,000 Puerto Rican children in New Jersey in 21 school districts (grades 5,6,8,9,11 and 12) and found that the language used at home "most of the time" by 87.6 percent of the elementary level students was Spanish.

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* SOMOS (Spanish Organization for Research and Action) Report on Puerto Rican Community of Vineland, New Jersey, March 28, 1970, 174 pp.

** A. Forster. "New Horizons for the Student of Spanish-speaking background." High Points, 1968, 50, 19-23.

*** T. Hayes. "Three methods of developing reading readiness in Spanish-speaking children in first grade." The Reading Teacher, 1968, 21, 34-42.

The Basic Elements of Bilingual Bicultural Education

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SUGGESTED ADDITIONAL READING

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There are numerous studies available on bilingual education and on the educational problems faced by Puerto Ricans in New Jersey and elsewhere in the United States. Among those we particularly recommend are:

. Puerto Rican Congress of New Jersey. The Puerto Rican Experience; An Educational Research Study. Chapter II: The Educators. 1974. 50 pp.

. Puerto Rican Congress of New Jersey. Final Report on Needs Assessment of the Processes, Programs and Services Used to Enroll Spanish-Speaking Students in Higher Education in New Jersey. 1974. 56 pp.

. United States Commission on Civil Rights. Public Education for Puerto Rican Children in New York City. February 1972. 90 pp.

. United States Government Printing Office. Hearings Before the Senate Select Committee on Equal Educational Opportunity. Part 8--Equal Educational Opportunity for Puerto Rican Children. November 23, 24 and 25, 1970. 1970. pp. 3683-3973.

. United States Government Printing Office. Bilingual Schooling in the United States. January 1970. Vol. 1, 292 pp. Vol. 2, 328 pp

TABLE 1

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PUERTO RICANS IN THE UNITED STATES*

Year	Total**	% Increase	% of Total in NYC	Born in P.R.	Born in U.S.**
1910	1,513	-	36.6	1,513	-
1920	11,811	680.6	62.3	11,811	-
1930	52,774	346.8	-	52,774	-
1940	69,967	32.6	87.8	69,967	-
1950	301,375	330.7	81.6	226,110	75,265
1960	887,662	194.5	69.0	615,384	272,278
1970	1,429,396	61.0	56.8	783,358	646,038

* 1960 data based on "Puerto Ricans in the United States," United States Census of 1960, PC(2)1D, Table A, p. viii. 1970 data from "Persons of Spanish Ancestry," United States Census of 1970, PC(SI)-30, February 1973, Table I, p. 1.

** Census reports do not list Puerto Ricans born in the United States between 1910 and 1940. Therefore, the total of those "born in Puerto Rico" is given in this table as the complete total. Third-generation Puerto Ricans--children of parents born in the United States--are apparently not included in these tables, since the census takers usually count only those persons born in Puerto Rico, or persons of Puerto Rican parentage.

TABLE 2

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New Jersey Cities & Towns with 100 or more Puerto Ricans

(based on 1970 census)

Place	Total Population	Black	Puerto Ricans
Asbury Park	16,532	7,044	169
Atlantic City	47,835	21,014	681
Bayonne	72,719	3,070	684
Belleville	34,667	894	195
Bergenfield	33,267	n.a.	262
Bloomfield	51,997	823	134
Bridgeton	20,435	2,731	363
Camden	102,551	40,128	6,526
Clifton	82,437	266	374
Carteret	23,152	775	669
Cliffside Park	14,024	n.a.	141
Dover	15,039	n.a.	1,472
East Orange	75,419	40,110	278
Elizabeth	112,720	17,389	3,351
Englewood	25,004	8,208	154
Fair Lawn	38,029	n.a.	146
Fort Dix	26,239	4,205	740
Fort Lee	30,631	n.a.	216
Freehold	10,545	1,803	128
Hackensack	35,897	6,008	245
Hammonton	11,464	n.a.	629
Harrison	11,800	n.a.	239
Hoboken	45,390	1,860	10,047
Irvington	59,727	2,294	802
Jersey City	260,549	55,005	16,194
Kearny	37,624	n.a.	147
Lakewood	17,874	3,456	1,122
Linden	11,405	5,329	164
Lodi	25,188	n.a.	441
Long Branch	31,774	5,210	751
McGuire A.F.B.	10,933	1,472	126
Morristown	17,662	3,994	250
Newark	382,374	207,302	27,443
New Brunswick	41,862	9,504	1,481
Old Bridge	25,176	n.a.	358
Passaic	55,124	9,861	6,826
Paterson	144,835	38,819	11,927
Perth Amboy	38,813	2,757	6,606
Plainfield	46,862	18,745	579
Pleasantville	13,812	4,563	127
Rahway	29,102	3,904	207
Red Bank	12,847	3,228	262
Sayreville	32,508	n.a.	141
Somerville	13,652	1,394	306
Tenafly	14,827	n.a.	132
Trenton	104,521	39,193	2,932
Union City	58,537	472	3,114
Vineland	47,696	3,059	4,734
West New York	40,666	372	1,167

Note: "n.a." under column for blacks in some cities indicates that data was not available. Tables used indicated only black populations of 400 persons or more.

These city-by-city figures are very conserative. The Puerto Rican Congress has gathered strong evidence that Puerto Ricans in New Jersey were undercounted by "no less than 40 percent" during the 1970 census.

Source: 1970 U.S. Census. General Social and Economic Characteristics. New Jersey

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TABLE 3

Population by Counties
New Jersey - 1970

County	Total Population	Blacks	Puerto Ricans
Atlantic	175,043	30,349	2,627
Bergen	898,012	25,049	3,918
Burlington	323,123	28,170	2,685
Camden	456,291	51,769	7,479
Cape May	59,554	4,702	371
Cumberland	121,374	16,562	5,522
Essex	929,984	279,068	29,274
Gloucester	172,681	14,407	906
Hudson	609,261	61,358	32,563
Hunterdon	69,718	1,223	215
Mercer	303,968	49,970	3,419
Middlesex	583,812	25,755	11,333
Monmouth	459,378	38,044	3,857
Morris	383,454	8,415	2,801
Ocean	208,470	6,323	2,487
Passaic	460,782	49,998	19,656
Salem	60,343	9,233	315
Somerset	198,372	7,088	825
Sussex	77,528	*	171
Union	543,116	60,786	4,892
Warren	73,879	716	300

*under 400 blacks in Sussex County.

Source: 1970 U.S. Census, General Social and Economic Characteristics, New Jersey, Table 119.

TABLE 4

New Jersey, Population
Statewide total for 1970

	Total	White	Black	Puerto Rican birth or parentage
Total, state	7,168,164	6,362,337	769,245	135,676*
Under 18 years	2,390,943	2,055,048	323,947	65,550
Median age	30.2	31.4	22.9	18.9
Males	3,466,530	3,085,745	363,587	67,534
Under 18 years	1,219,106	1,050,343	162,763	33,043
Median age	28.8	29.8	21.2	18.6
Females	3,701,634	3,276,592	405,658	68,142
Under 18 years	1,171,837	1,004,705	161,184	32,511
Median age	31.5	32.9	24.2	19.2
Urban residents	6,373,264	5,612,178	728,277	130,153

Source: 1970 U.S. Census, General Social and Economic Characteristics, New Jersey, Table 48, p. 32-223.

* The correct figure, according to research by the Puerto Rican Congress of New Jersey, should be 226,124 Puerto Ricans.

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TABLE 5

Employment, New Jersey, 1970

	All	White	Black	Puerto Rican
Males, 16 years & older	2,378,856	2,151,631	215,570	36,671
percent in labor force	79.6	80.1	74.9	82.1
percent unemployed	3.1	2.8	6.0	6.6
Females, 16 years & older	2,656,489	2,382,629	259,935	38,133
percent in labor force	42.5	41.5	51.8	37.1
percent unemployed	5.0	4.7	7.3	9.9

Source: *U. S. Census 1970, General Social and Economic Characteristics, New Jersey, Table 51, p. NJ 52-233.*

TABLE 6

Income & Poverty New Jersey, 1969

	All	White	Black	Puerto Rican
Number of households	1,976,797	1,774,229	193,233	30,610
Median income, families and unrelated individuals	$9,615	$10,157	$6,027	$5,799
Percent of families receiving public assistance	4.6	3.1	16.3	20.6
Percent of families with income below the poverty line	6.1	4.6	16.9	24.3

Sources: *U. S. Census 1970, General Social and Economic Characteristics, New Jersey, Table 51, p. NJ 52-241. Table 56, p. NJ 52-243.*

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TABLE 7

Persons by level of school completed
New Jersey -- 1970

	Total	White	Black	Puerto Rican
Persons 25 years old and over	4,894,806	3,670,734	358,390	95,951
Less than 5 years elementary school	4.7	4.3	8.9	23.4
Less than 1 year high school	29.9	27.2	35.8	58.7
4 Years high school or more	52.5	54.1	36.2	25.4
4 years college or more	11.8	13.5	4.1	2.8
Median school years completed	12.1	12.1	10.5	8.3
Persons 18 - 24 years old	720,615	630,505	65,859	18,311
4 years high school or more	66.3	68.8	54.8	36.8
4 years college or more	7.4	8.0	3.8	0.9

Source: 1970 U.S. Census, New Jersey, Table 53, Page NJ-53-274

TABLE 8

School Enrollment
New Jersey -- 1970

	Total	White	Black	Puerto Rican
Percent enrolled,				
3-35 years old	55.5	56.0	52.5	43.5
3 and 4 years old	14.2	13.5	17.5	7.5
5 and 6 years old	81.1	81.4	78.8	69.4
7 to 13 years old	99.1	99.4	98.3	93.5
14 and 15 years old	97.1	97.6	93.6	90.1
16 and 17 years old	92.1	93.1	84.7	71.3
18 and 19 years old	58.0	59.9	44.5	27.2
20 and 21 years old	30.8	33.1	14.8	7.3
22 to 24 years old	13.1	14.0	6.1	3.6
25 to 34 years old	5.8	6.0	4.4	2.1

Source: 1970 U.S. Census, New Jersey, Table 53, Page NJ-53-274

TABLE 9

[illegible]

[illegible]
[illegible]
[illegible]

	Total	[illegible]	[illegible]	[illegible]
Total number	[illegible]	[illegible]	[illegible]	[illegible]
Non high school graduate	[illegible]	[illegible]	[illegible]	[illegible]
% of all males, age 16-21	[illegible]	[illegible]	[illegible]	[illegible]
Employed, or in Armed Forces	[illegible]	[illegible]	[illegible]	[illegible]
Unemployed, or not in labor force	[illegible]	[illegible]	[illegible]	[illegible]
High school graduate	[illegible]	[illegible]	[illegible]	[illegible]
Employed, or in Armed Forces	[illegible]	[illegible]	[illegible]	[illegible]
Unemployed or not in labor force	[illegible]	[illegible]	[illegible]	[illegible]

Source: [illegible]

TABLE 10

[illegible]
[illegible]
[illegible]
[illegible]

[illegible]	% Puerto Rican	% Black	% Caucasian-American White
1	[illegible]	[illegible]	[illegible]
2	[illegible]	[illegible]	[illegible]
3	[illegible]	[illegible]	[illegible]
4	[illegible]	[illegible]	[illegible]
5	[illegible]	[illegible]	[illegible]
6	[illegible]	[illegible]	[illegible]

Source: [illegible]

TABLE 31

[illegible]

Survey of Puerto Ricans in New Jersey on
Priority of Educational Goals vs. Perceived School Performance Ranked

Educational Goals	Priority	Performance
[illegible]	1	9
[illegible]	2	8
[illegible]	3	7
[illegible]	4	10
[illegible]	5	6
[illegible]	6	11
[illegible]	7	5
[illegible]	8	12
[illegible]	9	13
[illegible]	10	14
[illegible]	11	15
[illegible]	12	16
[illegible]	13	17
[illegible]	14	18
[illegible]	15	19
[illegible]	16	20
[illegible]	17	21
[illegible]	18	22
[illegible]	19	23
[illegible]	20	24
[illegible]	21	25

Source: [illegible]

TABLE 32

Young Puerto Ricans
in New Jersey, 1970

Age	Number	% of persons age 16 and under	Age	Number	% of persons age 16 and under
Under 1 year	[illegible]	[illegible]	17 years	[illegible]	[illegible]
1 year	[illegible]	[illegible]	18 years	[illegible]	[illegible]
2 years	[illegible]	[illegible]	19 years	[illegible]	[illegible]
3 years	[illegible]	[illegible]	20 years	[illegible]	[illegible]
4 years	[illegible]	[illegible]	21 years	[illegible]	[illegible]
5 years	[illegible]	[illegible]	22 years	[illegible]	[illegible]
6 years	[illegible]	[illegible]	23 years	[illegible]	[illegible]
7 years	[illegible]	[illegible]	24 years	[illegible]	[illegible]
8 years	[illegible]	[illegible]	25 years	[illegible]	[illegible]
9 years	[illegible]	[illegible]	Under 16 years	[illegible]	[illegible]
10 years	[illegible]	[illegible]	16 years & under	[illegible]	[illegible]

[illegible]

Source: [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

	Total	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

	Total	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]